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ABSTRACT

The manual describes the Maximize Talent program, a low budget offering for elementary gifted students. The program is said to rely on community tutors to provide creativity and problem solving experiences. Sections focus on the background (issues and problems in gifted education): program development (including sample budgets and job descriptions): identification (sample instruments and approaches): tutors (including information on setting up seminars): and teacher workshops. The manual includes sample forms which can be duplicated for identification, seminars, evaluation, or teacher workshop purposes. (CL)

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MAXIMIZE TALENT

A Low Budget Program for Gifted Children

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03748

March 1979

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BACKGROUND:

Issues and Problems

A Neglected Natural Resource: The Gifted Child

Who is the Gifted Child?

Identifying the Gifted Child

The Gifted Child in the Classroom

*Resources

*Periodicals

*Professional Book List

*Idea Book List

*Give These Books a Try

*Can be Reproduced

A Neglected Resource: The Gifted Child

"Gifted and talented children make up 3 to 5 per cent of our school population, a total of between 1.5 and 2.5 million children who come from all levels of society; rich and poor, urban and rural, black and white and red."

Fact Sheet of Gifted and Talented
United States Office of Education, Washington, D.C.

Our concern in Maximize Talent is the child who exhibits superior, exceptional, or super-normal abilities. (The interchangeable terminology has varied over the past 100 years.) The present efforts on behalf of gifted children developed from a report to Congress in 1972 by the United States Commissioner of Education. This report resulted in the creation of an Office for the Gifted and Talented in Washington with the specific goals of obtaining public and private funding for gifted students, and coordinating and inspiring regional and state programs for these children.

"Gifted and talented children are our most neglected resources." (Harold Lyons, Today's Education, January-February 1976). These children are often left to cope by themselves, and yet they have the potential to be the leaders of tomorrow solving community, national, and world-wide problems. Because their special talents too often go unrecognized, a significant number of children lose interest in or even drop out of school. Many others hide their talents for fear of being different, or to avoid the hostility of adults who resent their many questions and unique approaches to problems. Still others find it difficult to cope with social problems and to maintain flexibility in a rapidly changing world.

By encouraging the creativity of gifted children and their ability to solve problems, we can accomplish two things: 1. We can give each child a better sense of his or her abilities and how best to use them. 2. We can make a contribution to the future quality of life. Society must allow each child to develop his or her maximum potential. This principle applies to the gifted students, the normal child, and the youngester who is physically or mentally handicapped.

It is common to think of the gifted child only in terms of intelligence, but most gifted students have talents in several areas: creative thinking and inquisitiveness, social skills and leadership, psychomotor skills, dramatic and creative ability. J. P. Guilford suggests that the mind has 120 specific talents and that IQ tests focus on only 8 of these. (Joseph Rice, Gifted: Developing Total Talent.) Within Guilford's parameters Calvin Taylor has identified seven major groups of talents. Taylor's program "Talents Unlimited", concentrates on the areas involving creativity and communication. (Calvin Taylor, Igniting Human Potential.)

Ideally every one of these 120 talents would be addressed in every school. However, schools with long-standing programs for gifted students have found it practical to limit their initial efforts to those children with unusual academic ability. Part of the reason for this is that most single interest students (musicians,athletes) usually possess broadly defined academic skills as well and are reached by existing programs such as band and interscholastic sports. Although some students may be overlooked by an academically oriented program, the majority of gifted students can be reached by this approach.

Who is the Gifted Child?

The first major task in any gifted program is to identify the gifted child. What distinguishes the gifted child from other students? It may be special abilities in creative thinking and evidence of an especially inquiring mind. This child will be able to think abstractly, will prefer complex reasoning and problem solving, and be able to conceptualize and generalize. He or she will use higher levels of thinking that involve being able to question divergently and convergently, to synthesize and evaluate. These abilities are discussed more fully in B. S. Bloom's Taxonomy of Educational Objectives, Norris M. Sander's Classroom Questioning, and James J. Gallagher's Teaching the Gifted Child. This particular thinking process is indicative of an open mind, a mind that rejects conformity for conformity's sake, a mind that can become absorbed in a subject and study it in depth. This student can be recognized by an intense interest in reading, a highly developed vocabulary, and exceptional memory.

Gifted children may also exhibit special social skills or qualities of leadership. They tend to be efficient organizers and risk-takers endowed with an excellent sense of humor and fine sensitivity to the feelings of others. They are apt to enjoy fantasy, have a vivid imagination, and perhaps show some kind of artistic talent. This child also tends to show initiative and motivation, and have good physical and psychomotor ability. He or she usually has talents in several of these areas, but not all characteristics will be present in any one individual.

Negative characteristics can develop from these qualities and can be used in identifying the gifted child. For example, a child who rejects conformity will become impatient and bored with routine work and perhaps become disruptive in the classroom. He or she may be so absored in one area of concentration as to seem close-minded to others. Because this child is sensitive to the feelings of others, he or she may seem temperamental and over-sensitive to criticism, or perhaps feel rejected by peers and so become a loner. Not least of all, this child may be irritable and frustrated at not being able to make his hands do what his mind urges.

It is not unusual to find teachers of such children remarking, "Oh yes, this child is obviously bright, but not in math or spelling." Scholastic unevenness must be recognized and taken into consideration. It is hardly realistic to expect all children to excel in all areas and the gifted child is no exception. He must be nurtured, guided, and given room to be creative until and while technical skills are developed.

Gifted students are quite commonly hesitant about exercising their abilities. In their efforts to please the adults around them, they may follow set patterns and find it difficult to express unusual or off-beat ideas. Teachers, parents, and other interested adults must create an atmosphere that allows these thoughts and creative abilities to flourish.

This, then, is the kind of child Maximize Talent hopes to reach, and why we hope to reach him. (List of Learning Characteristics Pages 60 & 77.)

Identifying the Gifted Child

Once administrators, teachers, and parents agree that there are gifted children and that they have specific needs requiring special attention, the next step is to identify a talent pool of students. Identification is the key to developing any program for gifted students, and one place to start is by looking at standardized test scores. These tests are not 100% reliable, and furthermore, they emphasize verbal abilities which may handicap rural and economically disadvantaged children. However, as a rule of thumb, a school may identify the top 5% of standardized test scores for the gifted student program.

There are a variety of other indicators that can and should be used: The Renzulli-Hartman Scale measures social, creative, motivational, and athletic abilities as well as academic skills. The Torrance Tests of Creativity measures fluency, flexibility, and originality in though processes; but this test is difficult to score and interpretations may vary. Sociograms, while time-consuming to administer, can identify the hidden abilities of the unsuspectedly gifted student. Small group tutorials, the approach used in Maximize Talent, can provide additional information. It is easier to observe students in small groups and to evaluate the degree to which each child masters concepts and uses higher levels of thinking. There is no magic procedure; flexibility and an open mind within clear guidelines are crucial, however.

In Maximize Talent we begin with a general talent pool selected by the principal and based on standardized tests. In addition, teachers and librarians make recommendations based on an adapted Renzulli-Hartman form. (Librarians are often the first to recognize gifted students and have consistently been firm supporters of gifted child programs.) Lastly, the students themselves have the opportunity to recommend themselves. The results of these three sources are then considered in relation to the student's creativity and task commitment

and the talent pool is formed. The pool may change from year to year, but a core group will emerge. Maximize Talent selection is presented in detail in Chapter III.

The Gifted Child in the Classroom

The attitudes of administrators, educators, and parents towards the gifted child is all important. It can be difficult for an adult to accept the fact that a young child is very bright and able to suggest unusual solutions to problems that perplex older more experienced people. In working with the gifted child, it is important to take time to listen and to encourage, not discourage,off-beat ideas, projects, and questions. Students must be allowed extra time to pursue and develop thoughts (first ideas are not necessarily the best) and should be encouraged to supplement classroom work with material from outside the school. Lastly, it is important to direct each child's efforts; even very young children feel satisfied if they know they have produced something useful and meaningful.

Although it might seem logical to have fast workers teach slow learners and/or to be given additional work, the student may think these approaches are actually a subtle punishment. Such techniques should be used with extreme care and certainly supplemented with opportunities to explore an area of interest independently.

Gifted children often have difficulty with social skills. They should be encouraged to involve themselves in group activities as well as individual exercises. In small groups they can learn to cooperate with, and be sensitive to, others. They also have a chance to learn that the best ideas often grow from shared ideas. Students should learn how to live with others, how to accept failure and frustation, and how to be flexible. These are the goals for all children; but they are crucial for the full development of the gifted child.

Flexibility, open-mindedness, and imagination are necessary for a successfully run program. Special programs cannot operate in a vacuum; they can only provide a safety valve of additional experiences. It is the on-going classroom atmosphere and teacher attitude that are critical in developing the child's full potential. The key is to consciously build mind stretching and creative experiences into classroom work for all students. Droodles, games of strategy, and puns, for example, are fun for all children; but the gifted child will be apt to go furtherwith the ideas. The talented child, rather than adding to the teaching burden, can actually make the educational process more pleasant for both the teacher and the student. The workshop section of this manual will further focus attention on the needs of gifted children in the classroom.

* * *

The sources and bibliography that follow provide additional background information. This list is not comprehensive but it does contain basic references and texts representative of the literature in the field. The Independent Study Project on p. 78 is designed as a self teaching tool for faculty and was used in the Mascoma District for staff development credit.

MAXIMIZE TALENT

Resources

Office of Education
Department of Health Education and Welfare
Washington, D. C. 20202
Dorothy Sisk, Director of Education for the Gifted and Talented
The Office of Education will provide free copies of the Report to Congress 1972, fact sheets, and other information.

Center for Exceptional Children
1920 Association Drive
Reston, Virginia 22091 1-800-336-3729
The Center includes an extensive library and will provide a catalogue of multi media material. Annotated bibliographies providing information as well as current overviews in the field are available @ $4 each. Specific books in hard cover or on micro fiche can be ordered from the CEC Information Center at the same address. Phone 703-620-3660

State Departments of Education
Special Education Sections
Following the Report to Congress 1972, most states have established their own departments on gifted education and will provide you with a current list of who is doing what in your state.

ERIC (Educational Resource Information Clearinghouse)
This central depository of micro fiche available at State Universities and State Departments of Education includes information on all aspects of giftedness.

North East X Change
207 Delsea Drive R.D. #4
Sewell, N. J. 08080 609-228-6000
This project was established by the New Jersey Department of Education to disseminate material and to provide workshops on gifted education.

Connecticut Resource Clearinghouse for Gifted and Talent (CREC)
33 Vrendale Avenue
Hartford, Connecticut 06106
This clearinghouse was set up by the Connecticut Department of Education to disseminate material and to provide workshops on gifted education.

Periodicals

The Gifted Child Quarterly
National Association for Gifted Children
217 Gregory Drive
Hot Springs, Arizona 71901
$20

This official journal of the National Association of Gifted Children includes articles on various aspects of gifted education, current research, and information about NAGC conferences. The spring 1975 issue has a list of periodicals having articles on the gifted.

Exceptional Children
1920 Association Drive
Reston, Virginia 22091
$12.50

This periodical covers ALL exceptional children. Material on gifted children is often limited.

Professional Books

Correll, Marsha M. Teaching the Gifted and Talented, Fast Book 119, Bloomington, Indiana: Phi Delta Kappan Publishers.

This small pamphlet provides an excellent overview and introduction to gifted children.

Gallagher, James J. The Gifted Child in the Elementary School, Washington, D. C.: National Education Association, 1959.

This small pamphlet is now out of print, but if it can be found it will provide a concise overview of giftedness in terms easily understood by the layman.

Gallagher, James J. Teaching the Gifted Child, Boston: Allyn and Bacon, Inc., 1975.

This is a comprehensive book on teaching the gifted child. Each chapter is followed by a summary and a list of unresolved issues. The annotated bibliography is of special interest.

Labuda, Michael Creative Reading for the Gifted Learner, Newark, Delaware: International Reading Association, 1974.

Methods of identifying giftedness and exercises on how to encourage free thinking are included in this book. Language arts and reading are emphasized. Chapter 34 is directed to parents.

Pickard, P. M. If You Think Your Child is Gifted, Hamden, Connecticut: Lennet, 1976.

Directed to parents, this book focuses on the need to accept giftedness in a child and addresses some potential problems that might arise.

Renzulli, Joseph S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented, Wethersfield, Connecticut: Creative Learning Press, 1976.

Emphasis is placed on task commitment of students and their role as resource people in the classroom. An instrument for identifying student interests and community resources is included.

Renzulli, Joseph S. Scales for Rating the Behavioral Characteristics of Superior Students, Wethersfield, Connecticut: Creative Learning Press, 1976.

This book includes an expanded version of the Renzulli-Hartman rating scales based on a multiple talent approach. The scales can be reproduced.

Rice, Joseph P. The Gifted: Developing Total Talent, Springfield, Illinois: C. C. Thomas, 1970.

This book explores J. P. Guilford's theory that the mind includes 120 different talents. Pages 148-170 are particularly recommended. The book contains an identification checklist for use at the first grade level.

Sanders, Norris M. Classroom Questioning: What Kinds? New York: Harper and Row, 1966.

This book will never be dated. It includes and in-depth discussion of how to stimulate and encourage creative thinking based on B. S. Bloom's Taxomony of Educational Objectives. Page 126 includes a list of gifted child characteristics.

Taylor, Calvin Igniting Creative Potential, Salt Lake City, Utah: Project Implode, 1971.

Based on J. P. Guilford's talent theory, this book focuses on creative and communication talents possessed by all children to some degree.

Torrance, E. Paul Encouraging Creativity in the Classroom, Boston: Brown, 1970.

Torrance emphasizes the need for divergent thinking, basic to creativity, in teaching gifted children.

Idea Books

Allison, Linda — Blood and Guts,
Boston: Little Brown and Co., 1976, 127 pages.
A do-it-yourself guide to your own anatomy with lively humorous analogies.

Attea, Mary — Turning Children on Through Creative Writing,
Buffalo, New York: DOK, 1973, 40 pages.
The purpose of creative writing is not to develop creative geniuses but to allow eachchild to fully express himself. This is a resource book of practical ideas to do just that.

Burns, Marilyn — Backyard History,
Boston: Little Brown and Co., 1975, 127 pages.
Some ideas on how to approach family and local history with spritely illustrations.

Burns, Marilyn — The Book of Think,
Boston: Little Brown and Co., 1976, 125 pages.
This book is what to do if you are puzzled, perplexed or stumped.

Burns, Marilyn — The I Hate Mathematics Book,
Boston: Little Brown and Co., 1975, 120 pages.
This book contains riddles and exercises in logic that can make math fun.

Cardozo, Peter — The Whole Kids Catalogue,
New York: Bantam Books, 1975, 120 pages.
A catalogue of super things to find, to do, and to make; including a section of free things and information.

Cobb, Vicki — Science Experiments You Can Eat,
Philadelphia: J. B. Lippincott Co., 1972, 127 pages.
Recipes and ideas that can extend science to the home kitchen.

Cheatham, Val R. — Cartooning for Kids Who Draw and Kids Who Don't,
Buffalo, New York: DOK, 1976, 29 pages.
This book does for cartoons what story starters do for creative writing.

Eberle, Bob — Scamper,
Buffalo, New York: DOK, 1971, 64 pages.
A book of idea games that are played entirely within the imagination. It assists children to maintain and improve their imaginations.

Lawless, Ruth F. — A Guide for Educating a Gifted Child in Your Classroom,
Buffalo, New York: DOK, 1976, 32 pages.
This book offers brief, simple, practical descriptions of some common problems and solutions that will be helpful in everyday teaching situations.

Meyer, Jerome — Boiling Water in a Paper Cup,
New York: Scholastic Book Service, 1974, 96 pages.
Strange as it may seem, your forearm from elbow to wrist is the same length as your foot--measure them and find out for yourself--and other wonders, puzzles, and projects.

Parnes, Sidney, — Creativity: Unlocking the Human Potential,
Buffalo, New York: DOK, 1972, 72 pages.
This book is about problem finding and problem solving and the imagination we must develop to meet life's unknown opportunities.

Schaefer, Charles E. — Developing Creativity in Children,
Buffalo, New York: DOK, 1973, 104 pages.
This book has more than 60 ideas and activities grouped into art, writing, dramatics, and scientific thinking. It is designed to encourage imagination, divergent thinking, and an openness to inner feelings.

Wurman, Richard — Yellow Pages of Learning Resources,
Boston: M.I.T. Press, 1972, 87 pages.
So you want to interview the garbage collector, mayor, or brick layer? This book has the questions to get you started on a study of the people who work in and run your town.

MAXIMIZE TALENT

Give These Books A Try
a bibliography for students

Blood and Guts...or,
Did you ever think of your skin as the bag you live in?
This is a do-it-yourself, get acquainted guide to your own anatomy with lively, humorous analogies.

Book of Think...or,
Have you done a brain push up lately?
There's a ping pong ball in a hole. The hole is just a little bigger than the ball. The hole is longer than your arm or anyone else's arm. There are no long sticks around. What can you do to get the ball out of the hole?
This book is about what to do if you are puzzled, perplexed or stumped, It's a book about using your noggin.

Cartooning for Kids Who Draw and Kids Who Don't,
How long is it since you have thought of droodles? This could be a rejected donut or...
You may be inspired to make your own booklet of droodles, OR...have you ever seen a cake walk, or a square dance? How many more can you think of and illustrate?

Boiling Water in a Paper Cup...or,
Strange as it seems, your forearm from elbow to wrist is the same length as your foot. Measure them and see for yourself... and other wonders, puzzles and projects.

The I Hate Mathematics Book,
The content of math is the same as the content of any kid's life. In this book you'll find several hundred mathematical events, gags, magic tricks, and experiments to prove it.
If you were standing on a sidewalk, how could you drop a raw egg three feet without breaking it and without using anything to cushion the fall? (Drop an egg four feet and it will fall three feet without breaking.)

The Whole Kids Catalogue,
A catalogue of super things to find, to do, and to make including a section of free samples and information. If you can't resist sending in box tops from your cereal, this is the book for you.

The Yellow Pages of Learning Resources,
So you want to interview the garbage collector, the mayor, a brick layer or an architect to learn more about your town? This book will help you get started. It's even got some starter questions. It's much better than the phone book.

GETTING STARTED

Maximize Talent: One Approach to the Gifted Child

Maximize Talent: Where to Begin

- *Sample Budget
- *Job Description: Coordinator
- *Job Description: Principal
- *Overall Check List
  - *Coordinator's Check List
  - *Principal's Check List
- *General Maximinze Talent Record Form
- *Field Trip Form
- *Permission Slip
- *Brochure

- *Teacher Evaluation of Maximize Talent
- *Student Evaluation of Maximize Talent

*Can be Reproduced

Maximize Talent: One Approach to the Gifted Child

Maximize Talent is only one way to meet the needs of gifted children. Some schools practice homogeneous grouping; in others students go to a difference school or class for part of the day. A contractual approach between a student, librarian, parent, and resource person is being used in Lebanon, New Hampshire. The seminar approach has proven to be effective, however, for rural schools with limited funding, space,and teaching staff.

In the Mascoma School District, Enfield, New Hampshire, seminars for gifted students have been started under the title, Maximize Talent. These seminars are taught by community tutors and are directed to students in the 4th, 5th and 6th grades. Younger students can be reached best through enlightened classroom teaching and/or through school library programs where both the situation and the personnel are familiar to the child.

In Maximize Talent five students are selected on a rotating basis for two half-day seminars which meet for ten weeks. The small size of the seminars facilitates field trips and encourages communication and group interaction.

The seminars stress creative thinking, help build student confidence, and provide tools for future independent study. The seminars also act as an informal identifying process; some students thrive in the seminars, others lack the task commitment to take full advantage of the opportunities and are not reappointed.

The goals and philosophy of the seminars must be extended to the classroom. Continuing in-service training programs and a selective professional library are available in each school. The principal uses classroom observations and staff meetings to raise the issue of gifted students with the faculty, and to assess the degree to which students needs are being met in the classroom.

Maximize Talent: Where to Begin

Someone in your school district (superintendent, principal, faculty or parent) must be interested in providing additional experiences for gifted students. It takes only one individual to start this program but that individual must establish support within the local educational community. One place to start is by asking the principal, a staff member, or a school board member if they think the current gifted child issues should be explored and if they think the gifted children in your school should be identified. The support of the school principal is ultimately crucial to the program. Once a concerned nucleus has been established, the whole teaching staff and school board should be introduced to the general issues being raised in regard to gifted children and a discussion initiated concerning different approaches. (See Chapter I) A Consensus must be reached as to the direction your school

will take and the amount of financing available. The Enfield Elementary School sponsored a course on gifted children for the region. The course was largely self-taught and participants received credit from a local university.

Once the school board and the staff agree there is a need for a gifted child program, a coordinator should be designated to begin implementation. Federal and/or state funds may be available at this point. The coordinator can be a school librarian, a part-time faculty member, or an interested person from the community. Enfield, New Hampshire relies on community help and is developing a core of para-professionals who will attend pertinent workshops, keep abreast of current material in the field, and be able to rotate the job of coordinator; it is inadvisable to rely on one person alone to keep the program functioning.

This manual assumes you have chosen the Maximize Talent small group seminar approach that will rely on community tutors. Having decided on a Maximize Talent format and chosen a coordinator, a budget must be discussed and the program worked into the school schedule...the focus of this section. Later sections discuss selection of students and tutors and finally a workshop on defining and identifying giftedness and meeting the needs of these students.

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In addition to a sample budget, this section contains job descriptions for the coordinator and principal; items from these job descriptions have been placed on check lists. The overall check list contains the responsibilities of both the coordinator and principal for the whole year; these items should be entered on a school calendar as a firm reminder of the flow of events. The rest of the forms are administrative in design. The first half of the Maximize Talent Record Form should be filled out by the principal; the second half is to be filled out by the tutor with the help of the coordinator. The Field Trip Form is to be posted on the bulleting board once the seminars are in operation so the faculty knows what trips are being planned and can see the drift of the topics. The brochure and permission slip are to be sent to parents. At the end of the seminars both teachers and students should be asked how they can build on the seminar experience; evaluation forms are included for this assessment of the program.

While becoming familiar with the administrative details for beginning a Maximize Talent program, you should also be establishing criteria for identification, the subject of the next chapter.

ANNUAL COST OF A MAXIMIZE TALENT PROGRAM

Coordinator	$75 fall/spring seminars	$150
Four Tutors	$75 2 fall/2 spring seminars	300
Seminar Supplies	$25 2 fall/2 spring seminars	100
Phone Calls -	Depends on location of tutors, coordinator and school c. $50	50
Mileage -	Field Trips (Depends on topic) c. $100	100
		$700

Additional Starting Costs

Professional Library	$200
Reproduction of Forms	100
Preparation and Delivery of Workshop	150
	$550

Optional

Tuition for Other Professional Workshops	$300

TOTAL	$2100

*A coordinator can also be a tutor. In this case he/she would receive $150; $75 for each responsibility. The budget would remain unchanged.

MAXIMIZE TALENT

COORDINATOR

JOB DESCRIPTION AND RESPONSIBILITIES

I. Preparation

A. Starting up in general

1. Discuss Maximize Talent with faculty and school board.

2. Discuss selection process with faculty. Prepare teacher selection and student option forms for identification. (Pages 34, 35, 36)

3. Prepare brochure and permission slips for parents. (Pages 27 & 28)

4. Prepare Maximize Talent Record Form for initial meeting with tutors. (Page 25)

5. Prepare and have ready end-of-seminar report forms. (Pages 66 & 68) (Consider presenting these half way through the program so as not to overpower the tutor.)

6. Schedule workshop on gifted education.

7. Make arrangements to purchase professional books for the library. (See Book List pages 8-11)

II. Organization

A. Starting up the seminars

1. With the school principal select a time and place for the seminars.

a. Be sure there are no conflicts with band or other extra-curricular programs.

b. When the program is in full operation there will be two separate seminars or four meetings a week.

c. Seminars will be held October through December, and February through April.

d. In general, afternoon seminars present the least conflict with classroom work.

e. One hour seminars suffice for preparatory work. Field trips require at least two hours.

2. Equip the seminar room with appropriate materials.

   a. Provide scissors, tape, pencils, paper, chairs, desks.

   b. Post a calendar with the days school will be closed.

   c. Provide a notebook in which to outline seminar material covered each day. The outline will serve as the basis for a report at the end of the seminar.

3. Selection of the students will be determined by the principal, teacher, and students.

   a. Parents will be asked to sign a permission slip (which will be kept on file) and will receive a brochure explaining the program.

   b. Discuss seminar topic with the principal.

   c. Schedule a meeting between the students and the principal to clarify time commitment and expectations during the seminar.

   d. Students should participate in two different seminars for the benefit of comparison.

III. Communication

A. Be prepared to explain the program to the school staff.

1. Maximize Talent should be an integral part of the school program.

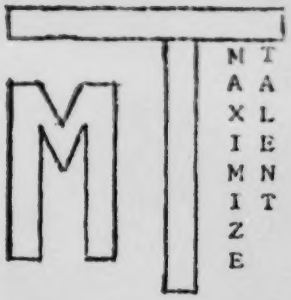
2. Staff should be aware of the program and be encouraged to share ideas with the coordinator. If possible, release time should be arranged so staff can observe seminars.

3. Staff should attend an evaluation session after each seminar (January and May) and read student evaluation reports before they are sent to parents. The General Identification Form I (page 34) should be distributed at one of these meetings.

4. A field trip sheet (page 26) should be posted in the teacher's room to provide the staff with an on-going account of the seminars.

IV. Tutors

A. Work with the principal to develop a list of future tutors and consider how to help the tutor develop the seminar topic using the higher levels of thinking as expressed in James Gallagher's books.



1. Plan to meet with the tutor at the school. Introduce the tutor to the librarian, principal, secretary, and teachers.

2. Provide tutors with a folder containing the material in Chapter IV, a school calendar, and a book list.

3. Provide a notebook for notes during the seminar.

B. Continuing supervision of the tutorials.

1. The interplay between the coordinator and the tutor should be one of a team working together to develop situations that will encourage problem solving and creativity with the seminar. (See Seminar Summaries and Maximize Talent Report Form pages 51 & 62.)

C. An honorarium of $75 will be paid in two installments (December and June) for coordinating services.

1. Expenses such as mileage and phone calls will be reimbursed.

2. An additional $75 honorarium will be available if the coordinator also teaches a seminar.

3. $25 is available for materials in each seminar. The tutor can use his judgment as to whether these should belong to the students or to the school.

D. Time commitment

1. Observation of at least two seminars each session.

2. At least three informal meetings with tutors.

3. Collection of final summary reports and evaluation forms.

4. Arrange for an evaluation session after the seminars (January and May.) Include Teachers, principal, old tutors.

**The coordinator and principal should continually search for ways to encourage the teaching staff to build on each student's experience in the Maximize Talent Program.

MAXIMIZE TALENT

PRINCIPAL

JOB DESCRIPTION AND RESPONSIBILITIES

I. Identification

A. Selection will be based on standardized testing results and teacher/student recommendations. (See Identification Forms I, II, and III.) The criteria for selection are academic ability, creativity, and task commitment.

B. Students should participate in two different seminars in order to provide a basis for comparison and evaluation.

II. Organization

A. The principal will work with the coordinator in setting aside a regular time and place for the seminars.

1. The coordinator should be informed of any school conflicts which might interrupt the seminars.

2. A school calendar should be provided.

3. Conflicts with other extra-curricular programs should be resolved before a student is placed in the program.

4. The Maximize Talent Report Form, first half, should be completed (page 25.)

III. Expectations

A. The principal should meet with the students before the seminar and clarify work, time, and attendance expectations.

1. A student may have to miss other class activities when they conflict with the seminars.

2. Completing assignments on time is essential if the seminar is to cover the topic in depth; negligence in doing assignments wastes the tutor's time and holds back the group.

3. Students should be reminded that seminar selection is a rotating process; no student will be selected for every seminar.

IV. Tutors

A. The principal and teaching staff should assist the coordinator in developing a list of potential tutors.

V. On-Going Communication

A. The principal should work with the coordinator to keep the school staff informed about the program.

1. In order for students to transfer seminar techniques to the classroom, the teaching staff must be knowledgeable about Maximize Talent objectives.

2. The coordinator and/or an appointed teacher representative should regularly present creative teaching techniques to the staff using the professional books available in the library. These techniques should become an integral part of classroom curriculum. They can be particularly useful on rainy days and/or before vacations, and are appropriate for the entire class. (See The Gifted Child in the Classroom p.4)

3. The principal should introduce and use problem-solving techniques at staff meetings.

4. During classroom observations, the principal should make sure that teachers are providing appropriate creative challenges for Maximize Talent students; Maximize Talent is only a beginning. Creative learning must be a part of classroom experiences as well.

5. Release time for staff observations of seminars is helpful.

B. The principal should help the coordinator inform the school board of the program and its progress.

OVER-ALL CHECK LIST

SETTING UP A MAXIMIZE TALENT PROGRAM

FIRST SEMESTER	---	SECOND SEMESTER	
September		**January**	
Select students: Identification Forms I, II, & III			principal and teachers
*Send out permission forms and brochures to parents			principal
*Complete Maximize Talent Report Forms			principal, coordinator, tutor
Meet with students			principal
Select tutors			coordinator
Meet and decide on seminar format			coordinator
*Distribute tutor kits (Chapter IV)			coordinator
October, November, December		**February, March, April**	
Check with tutors periodically			coordinator
Report on progress to school board			coordinator or principal
*Post Maximize Talent Trip Form			coordinator
November		**April**	
Remind tutors of end of seminar reports			coordinator
January		**May**	
Schedule evaluation meeting for tutors, teachers, principal, new tutors			coordinator
*Distribute Identification Form I to teachers (either January or May)			principal
*Announce Identification Form II to students (Jan.)			principal
*Distribute Maximize Talent Evaluation Forms to teachers and students			coordinator
On-Going			
Teacher in-service			coordinator and principal

*Forms available

COORDINATOR'S CHECK LIST

Initial Steps

Discuss gifted programs with faculty and school board.
Discuss selection process with faculty.
Arrange for an in-service workshop.
Survey teacher attitudes on gifted students.

FIRST SEMESTER

September

Prepare brochures and permission slips for parents.
Prepare Identification Forms I, II, and III for teachers.
Select tutors.
Reproduce Chapter IV for a tutor kit.
Meet with tutors and go over kit material and Maximize Talent Report Form.
Set up Maximize Talent room.
Post Field Trip Form.

October, November, December

Support tutors.
Send out end-of-seminar forms.
Collect end-of-seminar forms.

January

Select next term tutors.
Set up a meeting with the faculty to go over end-of-seminar reports.
Distribute Identification Form I to teachers (January or May).
Announce Identification Form II (January).
Distribute Maximize Talent Evaluation Forms to teachers and students.

SECOND SEMESTER

January

February, March, April

May

PRINCIPAL'S CHECK LIST

Initial Steps

Discuss gifted program with faculty and school board.
Decide who will coordinate the gifted student program.
Select a student pool using standardized tests and teacher recommendations. (See Identification Forms I, II, and III.)
Schedule an in-service workshop on gifted education.

Starting a Seminar

FIRST SEMESTER	SECOND SEMESTER
September	January

Decide which students should participate in the seminar. (See Chapter III)
Help coordinator designate a time and place for the seminars.
Meet with the students selected for the seminars and discuss time and work commitment.
Send out permission slips and brochures to parents (prepared by coordinator.)
Fill out first half of Maximize Talent Report Form.

October, November, December	February, March, April

Through staff meetings, keep faculty up to date on seminars.

January	May

Schedule staff meeting to discuss and evaluate seminars.
Distribute Identification Form I (January or May).
Announce Identification Form II (January).

On-Going

Consciously use creative, problem solving techniques at staff meetings.
Ask faculty what they are doing in the classroom for the students identified as gifted.
Keep school board informed.

Copies for: Principal
Tutor

MAXIMIZE TALENT

Maximize Talent Record

Seminar # Date

Title

Tutor

Seminar Begins Ends

Participating students
*Indicates a repeating student

	Teacher	Grade	Permission Slip	
1.			yes	no
2.			yes	no
3.			yes	no
4.			yes	no
5.			yes	no

****

What I would like to accomplish.

What I did accomplish.

Some examples of problem solving I would like to use.

Some examples of problem solving that were used.

Some examples of creative thinking I would like to use.

Some examples of creative thinking that were used.

Some anticipated field trips.

Some actual field trips.

Please post on staff bulletin board.

MAXIMIZE TALENT

MAXIMIZE TALENT TRIPS

	Seminar #1	Seminar #2
Tutor		
Topic		
Days of Meetings		
Students Involved		

Trips

Your child has been selected to participate in an eight week seminar with four other students.

The purpose of the seminar is to allow the student to explore a topic in depth with a community tutor.

The seminar will involve field trips and additional work for the student during the regular school day and, on some occassions, after school hours.

_____has my permission to participate in Maximize Talent.

Signed

_____

Students should not expect to be selected for each seminar. Participants are rotated in order to reach as many students as possible.

MAXIMIZE TALENT

in the

GIFTED CHILD

CANAAN
ENFIELD
PLAINFIELD
ELEMENTARY SCHOOLS

Your School and MAXIMIZE TALENT

MAXIMIZE TALENT directs itself to gifted and talented students in elementary schools. Community tutors use local resources to explore a topic with five students for eight to ten weeks. The number of students is limited in order to encourage an individualized approach and to minimize transportation problems on field trips.

Students are rotated through the program and are selected by the principal and teaching staff on the basis of academic ability, creativity, and task commitment. The seminars focus on problem solving and creativity and are in addition to regular classroom work.

A coordinator manages the local program, arranges for tutors, and assists the tutors in developing seminar material.

MAXIMIZE TALENT operated on a volunteer basis for two years in Enfield, New Hampshire. The program was then federally funded for three years and an instructional model was developed. The program functions with minimal financial help from the school district.

DIRECT ANY QUESTIONS TO:

MAXIMIZE TALENT
Enfield Elementary School
Enfield, New Hampshire
03748

Telephone: 632-4231

PROJECT DIRECTOR:

Ann Crow.....643-5007

COORDINATOR, ENFIELD

Ann Crow.....643-5007

COORDINATOR, PLAINFIELD

Donna Beaupre.....469-3425

COORDINATOR, CANAAN

Debbie Crowell.....523-7701

ENFIELD PRINCIPAL

David P. Miller....632-4231

MAXIMIZE TALENT EVALUATION

Teachers

Evaluation

Will you please take a few minutes to fill in this survey so we can plan the future directions of Maximize Talent? Thank you.

1. Have you identified gifted children in your classroom?

   a. Who are these children?

   b. How did you make your judgment?

2. Did you plan a special program or curriculum for gifted students?

   a. If so, what?

3. Have any of your students been in Maximize Talent this year?

   a. If so, have you been aware of any changes in the students? Can you describe the changes, if any?

   b. Have you been able to build upon Maximize Talent experiences in your classroom?
   If so, how? If not, why not?

   c. How could Maximize Talent be more effective in bridging the experiences between the seminars and the classroom?

4. Did you attend the Maximize Talent Workshop?

   a. Do you find workshops on gifted education helpful?

5. What do you see as the major problems with Maximize Talent?

6. What do you see as the major benefits of Maximize Talent?

MAXIMIZE TALENT EVALUATION

Students

EVALUATION

Please take a few minutes to think about your Maximize Talent seminar and answer the questions below. They will help us in preparing other seminars.

1. Can you list at least two problems solved in your seminar?

2. Can you think of any new questions that have come to you because of the seminar?

3. Are there any things that you think you can do better or more easily because of your experience in the seminar?

4. Are there things that you learned in the seminar that you can use in your classroom?

5. If you were starting out again on this topic, what would you explore? What would you want to know more about?

6. Where would you go to get your information?

7. What other ways other than the ones chosen by your group could you use to bring your experience together for your class, school or community?

IDENTIFICATION

Overview

*Identification Form I: General Selection

*Identification Form II: Student Recommendation

*Identification Form III: Refined Selection

Supplementary Instruments:

*Renzulli-Hartman Scale

*Kindergarten Check List

*Is Your Child Gifted?

*Can be reproduced

Overview: Identification

The success and affectivenss of any gifted child program rests on identification must constantly be reviewed; there is no fool proof approach.

Maximize Talent uses several identification instruments in order to reduce the changes of overlooking a potential student. The principal selects a pool of students on the basis of the California Test of Basic Skills (CTBS), the standardized test used in the Mascoma District. Any student scoring above 120 in an area or around 120 in both verbal and nonverbal sections is selected. This procedure compensates for the fact that students are from a rural, culturally deprived area; furthermore, students with scores in this range are considered above average in ability. The object at this point is to include as large a population as possible since intelligence is the only criteria being used.

In January or May teachers create a second pool of students by submitting names on Identification Form I. This form is easy to use, especially when teachers are familiar with their students; it focuses on general characteristics of giftedness. A comparison of the two pools should provide interesting discussions between the faculty and principal. If the names in this pool do not correspond with the standardized test pool this could indicate teacher prejudice, for example, and the need for a workshop on how to recognize and define giftedness. This form can also be used at all grade levels on a continuing basis and the results compared over the years.

Lastly, in order to keep the selection process as fair as possible, students are told about the up-coming seminars, Identification Form II, and given the opportunity to recommend themselves. It is advisable to use this form only in those grades involved in the program. The teachers and principals might discover a child with high task commitment and interest through this process; on the other hand they have the opportunity to discourage an inappropriate student from participation.

Using standardized tests, teacher recommendations, and student interest, then, a general pool is established. This general pool is presented to the teachers along with Identification Form III, and recommendations are now based on the task commitment and creativity of the students in the pool. The principal selects 10 students for the seminars based on the information from Form III, double checking his selection with the faculty.

SUMMARY

Phase I: Student Pool

Principal, based on standardized test
Teachers, based on characteristics of giftedness
Students, based on interest in the seminar subject

Phase II: Refinement

The general pool is refined using Form III and based on task commitment and creativity.

Phase III: Selection

Selection is made by the principal and double checked with the teachers.

It is important to have clear criteria for a program, but it is equally important to be flexible. It is much better to err by taking a borderline student into the program than to eliminate a child with potential.

Elitism is a potential problem in any gifted child program. In Maximize Talent the name of the program, the possibility for students recommendation, the general low-key approach to the seminars, and the rotation of the students in the seminars are all aimed at avoiding elitism.

Academic criteria are balanced with creativity and task commitment. Most creative and single interest students will be reached by this approach. Some children could be overlooked, but a decision must be made at this point in line with the financial funding available and the school's ability to produce a program.

Teachers play a significant role in identification of gifted students and therefore their attitudes toward gifted students are important. The Gifted Child in the Classroom in Chapter I, the workshops in Chapter V, and the lists of characteristics pages 60 and 77 focus on some problems in attitudes that may arise.

****

Before deciding on the Maximize Talent approach to identification, other instruments should be studied and explored. The professional book list, page 8, contains material on identification; the Council on Exceptional Children and educational clearinghouses can provide additional information. Three supplementary identification forms have been included in this section: The Renzulli-Hartman Scale focuses on four areas of giftedness-learning ability, motivation, creativity, leadership; a kindergarten check list is useful for younger children when standardized test information is often incomplete; to indicate the types of instruments that are avilable.

It is important not to get bogged down in the different identification forms that can be used; at some point you will have to take the plunge, realizing that you will be continually refining your identification process once a program is initiated.

IDENTIFICATION FORM I

MAXIMIZE TALENT

Teacher_____

School_____

Date_____

Will you please take a few minutes to write in the first and last names of one or two children (or more) whose names come into your mind first as you look at the terms below? This should be done as free association, very rapidly. You need not fill every space, and to save time, if you list a child more than once, use his first name and last initial to save time after the first listing. Thank you very much.

1. Learns rapidly and easily_____
2. Original, imaginative, creative_____
3. Widely informed_____
4. Long attention span, resourceful, self-directed _____
5. Common sense _____
6. Inquisitive, skeptical _____
7. Informed in unusual areas_____
8. Artistic _____
9. Large vocabulary, verbally fluent _____
10. Musical _____
11. Independent worker, shows initiative _____
12. Good judgment, logical _____
13. Flexible, open _____
14. Versatile, many interests _____
15. Shows unusual insights _____
16. Shows high level of sensitivity, empathy _____
17. Has excellent sense of humor _____
18. Produces original products or ideas _____
19. Carries responsibility well _____
20. Shows self-confidence _____
21. Prefers to work independently _____
22. Sociable, prefers not to be alone_____

Adapted by Richard Lalley from Ruth Martinson, The Identification of the Gifted and Talented, Council for Exceptional Children, Reston, Virginia, November 1975.

IDENTIFICATION FORM II

To: Teachers involved in Maximize Talent (grades 4, 5, and 6)
From: Maximize Talent

Please make the following announcement to your class:

Two ten week seminars will be available to students in the 4th, 5th, and 6th grades. The topics are _____ & _____. The seminars involve a time commitment of two afternoons a week and additional work for the students. They are designed for students who have task commitment, are creative, and would like to study a topic in depth.

Students who are particularly interested in these topics should discuss their interest with their teacher.

Selection for the seminars is on a rotating basis. There are many students to be considered; not all interested students can be selected.

IDENTIFICATION FORM III

MAXIMIZE TALENT

Attached is a list of students included in the preliminary selection stage for Maximize Talent this year. The list is based upon standardized testing information, teacher recommendations, and student interest. If there are any students who do not appear on this list that you feel will benefit from the program, please submit their names.

Students in the Maximize Talent program will be working and interacting with four other students for eight to ten weeks exploring a topic in depth, identifying and solving a problem, and producing a creative, meaningful product. The students will be committing two hours a week to the program.

Based on your experience with these students in your class either last year or this year, rate the students in the following areas:

I. Task Commitment

A. Follows through and/or initiates projects and activities.
B. Completes teacher instituted projects or activities.
C. Completes projects or activities with prodding.
D. Hardly ever completes a project.

II. Creativity

A. Has shown self-initiated creativity.
B. Has shown creativity when given the opportunity by the teacher.
C. Has shown creativity when prodded.
D. Lacks creativity when given the opportunity by the teacher.

III. Recommendation

A. This student will benefit a great deal from Maximize Talent.
B. This student will benefit from Maximize Talent.
C. This student will most likely NOT benefit from Maximize Talent.

In columns below list all students you have had in your classroom from the attached list and rate them A,B,C, or D in the appropriate column.

Student's Name	Task Commitment	Creativity	Recommendation

THE RENZULLI-HARTMAN SCALE*
FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS*

Name_____ Date_____

School_____ Grade_____ Age_____
Yrs. Mos.

Teacher or person completing this form_____

How long have you known this child?_____ Months

DIRECTIONS: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

SCORING: Separate scores for each of the three dimensions may be obtained as follows:

Add the total number of X's in each column to obtain the "Column Total."
Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
Enter the Scores below.

Learning Characteristics....._____

Motivational Characteristics....._____

Creativity Characteristics....._____

Leadership Characteristics....._____

---

*Exceptional Children, Volume 38, Number 3, November, 1971, pp. 211-214, 243-248 and Dorothy F. Syphers, Gifted and Talented Children: Practical Programming for Teachers and Principals. Arlington, Virginia: The Council for Exceptional Children, 1411 South Jefferson Davis Hgw, Suite 900. Developers are Dr. Joseph Renzulli, Unv. of Conn., and Robert F. Hartman, Darien City Schools, Conn.

PART I: LEARNING CHARACTERISTICS

	1*	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).				
3. Has quick mastery and recall of factual information.				
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick."				
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film etc. than others.				
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART II: MOTIVATIONAL CHARACTERISTICS

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)				

*1--Seldom or never
2--Occasionally
3--Considerably
4--Almost always

	1	2	3	4
2. Is easily bored with routine tasks.				
3. Needs little external motivation to follow through in work that initially excites him.				
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.				
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.				
8. Likes to organize and bring structure to things, people, and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART III: CREATIVITY CHARACTERISTICS

	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("Way out"), unique, clever responses.				
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.				
4. Is a high risk taker; is adventurous and speculative.				
5. Displays a good deal of intellectual playfulness; fantasizes, imagines ("I wonder what would happen if..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.				

6. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.

7. Is sensitive to beauty; attends to aesthetic characteristics of things.

8. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.

9. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

1	2	3	4
1	2	3	4

Column Total

Weight

Weighted Column Total

TOTAL

PART IV: LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.

2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.

3. Seems to be well liked by his classmates.

4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.

5. Can express himself well; has good verbal facility and is usually well understood.

6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.

7. Seems to enjoy being around other people; is sociable and prefers not to be alone.

8. Tends to dominate others when they are around. Generally directs the activity in which he is involved.

9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.

1	2	3	4

PART IV: LEADERSHIP CHARACTERISTICS - Continued

1	2	3	4
1	2	3	4

10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

Column Total

Weight

Weighted Column Total

TOTAL

KINDERGARTEN CHECK LIST*

1. County_____ 3. School_____

2. District_____ 4. Teacher_____

When compared with other children in the kindergarten, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest children in the class. Do not exclude any child because of a speech defect.

1. Has unusually good vocabulary.
2. Has ideas which are often very original in one or more areas (i.e., block play, free activities, art, rhythms, sharing).
3. Is alert, keenly observant; responds quickly.
4. Has an unusually good memory.
5. Has a long attention span.
6. Recognizes, on his own, some words in books on the browsing table.
7. Uses longer sentences.
8. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings.
9. Is curious about many activities and places outside immediate environment and/or experience.
10. Is a leader in several kinds of activities. Is able to influence others to work toward desirable goals.
11. Has outstanding talent in a special area(s) such as art, music, rhythms, dramatics (indicate area(s) of talent).

_____

_____

If you have any pupils who exhibit at least three of the above characteristics, please list their names below. Following each name, list the number of all characteristics that fit the pupil:

	Pupil's Name	Characteristics (Indicate by Number)
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Comments:_____

_____

*Ruth Martinson, The Identification of the Gifted and Talented, Council for Exceptional Children, Reston, Virginia, November 1975.

IS YOUR CHILD GIFTED?

1. Is your child physically precocious? Did he begin to walk and talk early?
2. Does he possess intellectual curiosity? Does he possess a large and picturesque vocabulary which is used with originality and rich imagery? Does he wonder, by asking, "I wonder how, why, when, where?"
3. Is your child highly competitive in group situations?
4. Does your child enjoy, and is he challenged by, independent study?
5. Does your child use problem-solving techniques in reaching conclusions?
6. Is he original and ingenious?
7. Is your child exceptionally good at physical activities like climbing, bike-riding, sliding, rough-housing, long before you deem it safe?
8. Does your child show advanced fine-motor control skills?
9. Did your child learn such skills as left-to-right progression, auditory discrimination, visual discrimination, likenesses and differences, word opposites?
10. Does he see many solutions to problems?
11. Does your child learn by himself, such that you comment, "He learned it by himself?"
12. Does your child use vocabulary beyond his age level?
13. Does your child memorize quickly?
14. Does your child perceive abstract ideas rapidly?
15. Does your child have a great curiosity about the nature of man, his environment, and his universe?
16. Does your child organize tasks and follow through those tasks to completion?
17. When drawing, does your child add much detail to his picture?
18. Does he enjoy reading the novel, the different, the bizarre?

Adapted by Richard Lalley from Ruth Martinson, The Identification of the Gifted and Talented, Council for Exceptional Children, Reston, Virginia, November 1975.

TUTORS

Overview

*Job Description: Tutor

*Setting Up a Seminar: Guidelines for Tutors

- *Seminar Summaries
- *Creative and Critical Thinking Skills
- *Seven Commandments of Classroom Questioning
- *Some Learning Characteristics of Gifted Children
- *General Maximize Talent Record Form
- *Field Trip Form

*End of Seminar Reports and Responsibilities

- *Student Evaluation Form
- *Seminar Summary Form

*Can be reproduced

Overview: Tutors

Tutors form the backbone of Maximize Talent. There are two primary criteria for tutors: 1. They must enjoy and relate to children. 2. They must be excited about learning. The position appeals to persons who do not want a full-time job, who want to be productive, and who need or want flexibility in their job commitment.

A repeating tutor has more confidence and is more relaxed in the job. For this reason it is best to form a tutor pool of persons who are committed to Maximize Talent, will attend workshops and share some of the administrative work.

Tutor training can be informal based on discussions of the forms in this section with the coordinator, or a more formal workshop can be developed using these same forms and the background information in Chapter I.

The Enfield program has used the more informal approach. Most tutors are eager to understand the philosophy involved in the program. Emphasis is placed on the need for problem solving situations in the seminar, the importance of questioning students rather than lecturing them, and directing the students to develop a meaningful product, not just a report, at the end of the seminar. The forms themselves encourage these three major components which distinguish the seminars from an enrichment program. This entire section can be reproduced and used as a tutor training kit to be returned to the coordinator at the end of the seminar.

If a more formal training session is felt necessary, a discussion can begin with Chapter I focusing on the needs, goals and purposes of gifted child programs. On a more specific level the tutor can then discuss the Maximize Talent Report Form and the need for creative thinking and problem solving; these aspects of the seminar can be supported with the Creative and Critical Thinking Skills, the Seven Commandments of Classroom Questioning, and a review of the Book List page 8. The tutors can then work through what they would do with each of the seminars outlined in the summaries on page 51. The characteristics list page 60 can be the basis for the discussing of the kinds of classroom problems that the tutor might expect. As a final exercise tutors can be asked to list those parts of a seminar that distinguish it from an enrichment program and the skills they expect the students to gain from their experience. For example, after a seminar experience a student should; 1. be better able to gather information, 2. to ask questions, 3. to look at a situation on several levels, 4. to pull material together in a creative and meaningful format.

Towards the end of the seminar, time should be set aside to review the purpose of the seminar with the students and to discuss ways in which the student can continue to pursue an area of interest. A similar discussion should be initiated with the teachers in the evaluation sessions so that the teachers themselves can help the students build upon their experiences.

The follow through aspect of the program should be creative and innovative; they must be molded by the community in which you live. There is no pat answer, nor is it realistic to expect every student to be turned on 365 days of the year, but the coordinator, teacher and tutor should always be thinking of new, creative, and challenging ways in which the students can use their talents.

****

The first eight forms in this section, then, are to help the tutor in setting up a seminar; the last three forms focus on the end of the seminar reports and responsibilities.

TUTOR

JOB DESCRIPTION AND RESPONSIBILITIES

The tutor will teach an eight to ten week seminar to five students under the supervision of the Maximize Talent coordinator.

I. Organization

A. The time and place for the seminars will be arranged by the coordinator.

B. Student selection will be made by the principal and teacher.

II. Subject Matter

A. Subject matter for each seminar will be discussed with the coordinator.

B. The seminar should encourage creative, imaginative thinking on the part of the student and some written work.

C. Seminar direction should evolve from student questions and interest.

D. Material should be brought together at the end of each seminar in a creative, meaningful manner that can be shared with the school, class, or community.

III. Expectations

A. Students will be expected to attend two one-hour seminars a week.

B. Sessions involving field trips will last at least two hours.

1. Before leaving on a field trip the office must be notified of the make and license number of the car, the destination and anticipated time of return, the names of students involved.

IV. Communications

A. A diary should be kept of the material covered each day, the resources used, and the trips made.

1. This material will be used for a summary report at the end of the seminar.

B. A field trip sheet posted in the teacher's room will provide staff with an on-going account of the seminars.

C. A report will be filled out for each student at the end of the seminar.

V. Honorarium

A. An honorarium of $75 will be paid to each tutor.

B. Expenses such as mileage will be reimbursed.

C. $25 is available for supplies in each seminar.

MAXIMIZE TALENT

TUTORS

SETTING UP A SEMINAR: GUIDELINES

The purpose of Maximize Talent is to help students explore a topic, discuss their observations, and then bring this knowledge together in a meaningful way.

The tutor is the facilitator in this process. He should use his own knowledge, interests, and resources to guide a general exploration of the topic--not lecturing so much as guiding the students to sources from which they can draw pertinent information.

In the first phase of the seminar information should be gathered from a variety of sources such as group discussions, reading materials, visual aids, field trips, museums, libraries, and so on. The students themselves will suggest many resources to explore. In this data-gathering-questioning phase students should keep records of their research and explorations on index cards, in a folder, or in some other manner.

In the second phase of the seminar the students and tutor should focus on ways to pull the information together. The students may want to work on individual contracts or they may decide to work as a team. If the students decide to pursue their study individually, they should write a contract with the tutor outlining any additional resources they will explore and how they will finally present the material to the class.

On the other hand, the students may decide to pool their knowledge and develop a final project as a group. They may want to produce a play, booklet, newspaper, set up a nature trail, or a model display. There are an infinite number of approaches that can be used at this stage; the object is to encourage creativity and imagination and to produce a product that can be shared with their class, the school or the community. (See examples of seminars page 51.)

In both phases of the seminar the student should be encouraged to use skills in observation, analysis, and evaluation of data. After several seminar exposures the students should be able to pursue an interest in-depth with minimal adult guidance and pull their information together into a creative, meaningful product.

Some general clues on how to proceed:

It is important to listen carefully for ideas; many students are reluctant to express their thoughts at first. The students also may need help in defining and limiting the direction of the project, and in seeing that there is more than one way to approach a topic.

Although the seminars focus on higher levels of thinking, it may be necessary to review and teach skills such as outlining, spelling, vocabulary and the use of paragraphs, in so far as they apply to the work being done. Standards should be set for written work in the seminar; neat papers with margins and proper headings will help to instill pride in the finished product. One must be flexible in these requirements, however, and consider the general mechanical ability of the child concerned. Lastly, students should be encouraged to listen to others and to generate ideas from the thougnts of other students.

In preparing for the seminar, make a visit to the school and town libraries to determine what books are available on your subject. All school libraries have encyclopedias and dictionaries for your use, as well as "idea" books on creative teaching. Consider community resources such as libraries and museums as well as interesting local residents. These resources add breadth and depth to your teaching. The students will probably have their own suggestions; as a matter of fact, the interest of the group may take you in a direction that you had not considered. Be prepared to be flexible.

The Seminar Summaries, page 51, will provide an overview of the kinds of seminars that have been held in the past. They are meant to show you how some seminars have developed and are not intended to be the last word.

The seminars are a rewarding opportunity to share ideas and the joy of exploration with young people. Listen to your students, ask lots of questions, keep them thinking...and have fun.

MAXIMIZE TALENT

MAXIMIZE TALENT SEMINARS

To help tutors focus on the key elements of Maximize Talent seminars, we have selected four actual topics, and listed examples of problem solving, creative thinking, and end products. Look at the seminar title and think how you would have guided the seminar before reading on to find out what actually happened. Many of the activities were generated by the students, others developed from suggestions by the tutor.

N. B. A Maximize Talent seminar must go beyond teaching a skill or solely providing enrichment.

I. Mythology

A. Problem Solving

1. Why do myths develop?
2. What are some of the "inexplicable" situations that could have become myths for a cave man?

B. Creativity

1. Made up myths.
2. Made up a list of words derived from myths..
3. Made up cartoons of the gods and goddesses.

C. End Product

1. Made a booklet of myths for younger children and presented copies to the library and classroom teachers.
2. Narrated and pantomimed myths for parents and teachers.

II. Glaciers

A. Problem Solving

1. How do we know there was a glacier period?

B. Creativity

1. What would New Hampshire be like if glaciers were here now?
2. What would New Hampshire be like if there had not been a glacier age?
3. How did people judge the person who first suggested the glacial theory?
4. What ideas receive the same kind of skeptic reaction today?
5. Present an idea and convince the group it will work.

C. End Product

1. Made a large cardboard topographic map of the town.
2. Wrote and produced a panel discussion showing the development and acceptance of the glacial theory.

III. Backyard History

A. Problem Solving

1. Where can you find "history" in your local community?
2. How can you determine the age of an object?
3. How do you get the school involved in a contest?

B. Creativity

1. Listed as many uses as possible for several thing-a-ma-jigs.
2. Listed the most practical uses for the thing-a-ma-jigs.
3. Made posters for a school thing-a-ma-jig contest.

C. End Product

1. Held a local historical sites contest for the school.
2. Held a thing-a-ma-jig contest for the school.

IV. Quilting

A. Problem Solving

1. How many designs can you make from a square?
2. How many designs can you make from a circle?
3. How can you change the visual effects of a pattern without changing its shape?

B. Creativity

1. Designed quilt patterns.

C. End Product

1. Made a baby's quilt for a teacher who had recently had a baby.

V. Weather

A. Problem Solving

1. What causes weather?
2. How do people predict weather?

B. Creativity

1. What would happen if all the days were sunny?
2. Made up weather folklore, based on observations.

C. End Product

1. Made a weather newspaper for classrooms.

SOME MAXIMIZE TALENT TOPICS

Mythology
Glaciers (Developed from an initial interest in Mascoma Lake.)
Shakers
Apples
19th Century New Hampshire (Developed from a cemetery visit.)
Surveying
Botany
Woodworking
Covered Bridges
Windmills
Classical Music
Dance
People
Creative Arts
Dowsing
Wool
Weather
Backyard History
Photography
Animals
Quilting
Line Drawing
Crafts

Developed by Sharon Gotch Cobb
Peter H. Cobb
Clista M. B. Dow

CREATIVITY THINKING SKILLS

Instructional Strategies---Sample Questions

I. Flexibility

A. Become_____. Tell how it feels to be_____.
(Become your favorite building. Tell how it feels to be this building.)

B. Tell how_____would be viewed by_____.
(Tell how a "modern" building of 1978 would be viewed by a person living in 2077.

C. Create the Ideal_____.
(Just suppose we had no private homes in the future. Select one; create the Ideal building for sleeping, eating, playing, resting or creating.)

D. What if_____?
(What if all buildings were exactly the same?)

B. Just suppose_____.
(Just suppose you only had one building in which to spend the rest of your life. Create this building.)

II. Originality

A. Design_____which will_____.
(Design and create a model town toy--one that could be played with like a "doll house". Be clever. Make your town one that you hope will exist in the year 3000.)

B. Create a new_____for the_____.
(Create a new, unusual restaurant for the year 3000. Be wild! Keep in mind all the "new" foods that will come from the sea.)

C. Plan_____.
(Plan an unusual buildings game. Make it something no one has ever thought of.)

III. Fluency

A. What are all the different uses for _____?
(What are all the different uses for the following buildings; house, church (temple), factory, stores/shopping center, swimming pool, game center?)

B. What are all the different ways one could_____?
(What are all the different ways one could alter buildings in order to make them better for the "society" that will exist in the future?)

C. Make a list of all _____that_____.
(Make a list of all the different materials that buildings could be made of.)

IV. Association

A. How is a_____like a_____?
(How is a building like a carousel?)

B. I only know about_____. Tell me about_____.
(I only know about bicycles. Tell me about buildings.

C. Describe_____ _____. (paradox)
(Describe small bigness.)

D. Which is_____, a_____, or a_____?
(Which is stronger, a church (temple) or a school? Why?)

CRITICAL THINKING SKILLS

Instructional Strategies--Sample Questions

I. Ability to determine cause-effect relationships

A. What effect does_____have on_____?
(What effect will the development of new machines have on buildings of the future?)

B. What are the consequences of_____?
(What are the consequences of mass-produced housing?

C. What is the relationship between_____and_____?
(What is the relationship between the kind of materials available and the kind of building built?)

D. What are the consequences of _____on_____?
(What are the consequences of solar energy on the building industry?)

E. How does_____influence_____?
(How does climate influence the building industry?)

F. How does_____contribute to_____?
(How does the building industry contribute to the nation's economy?)

G. What caused_____?
(What caused the invention of modular building construction?)

H. List the major implications of_____?
(List the major implications of high-rise living.)

II. Ability to categorize ideas

A. What do_____and_____have in common?
(What do machines and buildings have in common?)

B. What are all the ways you could regroup_____?
(What are all the ways you could regroup all the factors that affect how and what kind of building is built?)

C. How will_____and_____be different?
(How will buildings of today and buildings of the future be different?)

D. What are all the ways_____and_____are different?
(What are all the ways houses and homes are different?)

E. Into what category do all these_____(ideas, objects, actions, phrases) fit?
(Into what category do all these buildings fit: school, prison, hospital, nursing home fit?)

III. Ability to hypothesize

A. What might be all the reasons for_____?
(What might be all the reasons for why new buildings in the city are usually skyscrapers?)

B. What would happen if_____?
(What would happen if all buildings had to be self-regulating?)

C. What would happen if we_____and then_____?
(What would happen if we built lots of buildings and then the population decreased?)

IV. Ability to select pertinent information

A. In order to help solve the problem of_____, what_____will you need?
(In order to help solve the problem of overpopulation, what buildings will you need?)

B. In order to_____, what_____will you need?
(In order to complete your study of what buildings need to be built in your community in the next fifty years, what are all the questions you will need answered?)

C. Given_____and_____, how do you know which one to choose?
(Given an old restored house and a new house--both selling for the same price--how do you know which one to choose?)

D. In order to justify or defend_____, what_____will you need?
(In order to justify or defend your design for the ideal building of the future, what information about new building materials, climate, and population patterns will you need?)

B. What are all the reasons for_____?
(What are all the reasons for controlling building expansion in your community?)

F. What might be all the reasons for supporting or refuting this statement: _____?
(What might be all the reasons for supporting or refuting this statement: Private ownership of buildings will diminish in the future?)

David P. Miller
Principal: Enfield Elementary School
Enfield, New Hampshire 03748

Seven Commandments of Classroom Questioning

1. MOVE THOSE QUESTIONS AROUND - You can keep students alert and involved if you move your questions around the room, into the corners, into the middle, away from the hand raisers, back to the hand raisers if someone misses the question, catching droopy eyed students. Sometimes use rapid fire questions.

2. KEEP A MENTAL SCORE CARD OF WHO IS PROVIDING ANSWERS AND WHO YOU ARE ASKING QUESTIONS OF so you do not avoid some students while asking others all the time. This covers one of the biggest teacher errors of student questioning--unconsciously asking a select group of students a question. There is a question for each student in the room; opinion, factual recall, analysis, interpretations, repeating the answer of a previous student's response.

3. DON'T REPEAT THE ANSWER; HAVE ANOTHER STUDENT REPEAT THE RESPONSE - Here you automatically have a question for the non-listener or the less secure student. You also get a good idea if everyone is understanding your questions.

4. DON'T YOU MAKE THE GENERALIZATION AFTER A SERIES OF QUESTIONS; ASK A STUDENT TO MAKE THE SUMMARY OR GENERALIZATION - Teachers love to ask recall questions, but sometimes neglect to give the student the opportunity to put it all together. Tell them you are going to ask a series of questions and that you will ask a student to sum up the conversation. Here too, if the student can't remember it all, ask other students to add to the summation.

5. ASK FOR AFFIRMATION OF THE ANSWER FROM OTHER STUDENTS RATHER THAN SAYING IT IS RIGHT OR WRONG - Don't always give the right answer or repeat the answer after a student has answered your question. If you do, students will not listen to the student's response but will quickly learn that you always repeat the answer to your own question, thus creating droopy eyes. Ask another student to confirm or challenge the previous answer. Do you agree with Mary? Can you add any more to Mary's answer, Joe?

6. NEVER ANSWER A QUESTION ASKED BY A STUDENT, BUT ASK THE SAME QUESTION OF ANOTHER STUDENT - Here we are moving the questions around again. Students love to make you the authority and get themselves off the hook. If you asked a question see what the other student's opinions are before you answer. If their answer is a good one, simply say "I agree with Mary's answer."

7. IF YOU ASK A STUDENT A QUESTION AND HE DOESN'T KNOW THE ANSWER, CHECK HIM OR HER OUT:

Did you hear the question? Can you repeat it for me? Give your question time to be answered; give students at least 5-10 seconds to think. Let students mentally interact with the question before you repeat it. Some teachers hesitate to ask the same question twice; if a question isn't answered quickly they move on to a completely different subject. This approach indicates that the teacher is afraid of her own question. (Wasn't it a good question? Wasn't it clear? Haven't I prepared the students well enough?)

If the student doesn't know the answer ask a more basic question of the same student, then come back in sequence to your original question. This is tricky but through the construction process you are helping the student see the bigger answer to your original thought.

In sum, you are the question asker--not the answer giver
answer repeater
right or wrong expert
authority figure

SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

May V. Seago
Professor of Education
University of California at Los Angeles

Characteristics	Concomitant Problems
1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual	1. Possible gullibility
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity	2. Occasional resistance to direction; rejection or remission of detail
3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth	3. Difficulty in accepting the illogical
4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars	4. Invention of own systems, sometimes conflicting
5. Retentiveness	5. Dislike for routine and drill; need for early mastery of foundation skills
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading, breadth of information in advance areas	6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism
7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation	7. Lack of early hone or school stimulation
8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking	8. Critical attitude toward others; discouragement from self-criticism
9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brainstorming, free-wheeling.	9. Rejection of the known; need to invent for oneself
10. Power of concentration; intense attention that excludes all else; long attention span	10. Resistance to interruption
11. Persistent, goal-directed behavior	11. Stubborness
12. Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude	12. Need for success and recognition sensitivity to criticism; vulnerability to peer group rejection

SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

Characteristics	Concomitant Problems
13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention	13. Frustration with inactivity and absence of progress
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action	14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing	15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Friendliness and outgoingness	16. Need for peer group relations in many types of groups; problems and developing social leadership

Copies for: Principal
Tutor

Maximize Talent Record

Seminar # Date

Title

Tutor

Seminar Begins Bnds

Participating students
*Indicates a repeating student

	Teacher	Grade	Permission Slip
1.			yes no
2.			yes no
3.			yes no
4.			yes no
5.			yes no

****

What I would like to accomplish.

What I did accomplish.

Some examples of problem solving I would like to use.

Some examples of problem solving that were used.

Some examples of creative thinking I would like to use.

Some examples of creative thinking that were used.

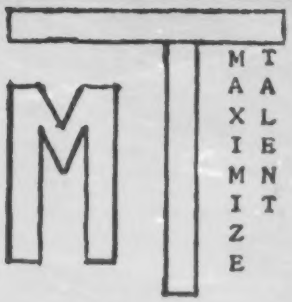
Some anticipated field trips.

Some actual field trips.

Please post on staff bulletin board.

MAXIMIZE TALENT TRIPS

	Seminar #1	Seminar #2
Tutor		
Topic		
Days of Meetings		
Students Involved		
Trips		



END OF SEMINAR: REPORTS AND RESPONSIBILITIES

A summary of the seminar should be prepared drawing on your daily log and being as specific as possible. Include books, field trips, resource people, etc. Any positive or negative suggestions should also be included. This report will be helpful to other tutors and can serve as a project outline for teachers in the future. (See form and sample form pages 68 & 69.)

A Student Evaluation Report form is included in this section on pages 66 & 67. Please make three copies of the report. The original will be sent home with the student, one copy is for the student's school file, and one for the Maximize Talent file. The original and one copy should be given to the principal of the school. One copy should be given to the Maximize Talent coordinator.

Any comments which would be helpful to teachers and Maximize Talent, but which you feel should not be read by the student, can be added to the two file copies. These comments will still be public information but will be somewhat more confidential. For example, it would be helpful to know if you recommend the student for future seminars.

There is a space for a summary of the seminar. This should be brief but should include trips and general group activities. It can be less comprehensive than the first summary for the Maximize Talent files. The purpose is to share basic seminar activities with parents.

The seminars should help students think and work creatively and independently. At the same time students should learn how to communicate and react with one another in a sensitive and responsible manner. The Evaluation Report should evaluate:

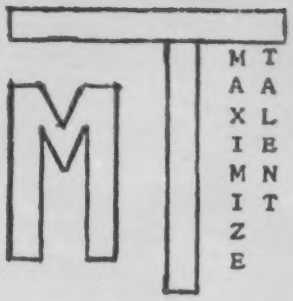
Student Initiative (task commitment) - willingness to get and use information from various sources, to do seminar assignments, to follow through on ideas.

Independent Thinking and Creativity - ability to see relationships of various ideas and concepts and to look for unusual approaches to the subject.

Group Effectiveness - ability to work with others in the group.

Any Other Comments

It is helpful to include specific anecdotes.



The Coordinator will need a specific list of any expenses; mileage, books, phone calls, etc., for which you would like to be reimbursed. Where possible, sales slips should be included. The reimbursement will be added to your honorarium.

Lastly, please return your indoctrination folder and notebook to the Maximize Talent coordinator. It saves time, paper, and money if we can recycle that information.

In Brief

Two copies of Student Evaluation Report to the principal.

One copy of Student Evaluation Report to the coordinator.

Copy of expenses to the coordinator

Summary of Seminar to the coordinator.

Notebook to coordinator.

Folder to coordinator.

Thank you

MAXIMIZE TALENT

MAXIMIZE TALENT
STUDENT EVALUATION

Name of Student: **Date:**

Brief summary of the seminar:

Student Evaluation:

Student initiative:

Independent and creative thinking:

Group effectiveness:

Other comments:

Signed_____

Copies to:
- Parents
- School File
- Maximize Talent File

SAMPLE

MAXIMIZE TALENT
STUDENT EVALUATION

Name of Student: **Date:**

Brief summary of the seminar:

We saw how a photographer and artist used color and discussed the color wheel, spectrum and prism. Taking a different tack we spent a day with Mrs. Marcelli learning how different materials, pots, and mordants affect natural dyes. The students did a survey to determine favorite colors and color prejudice, gave a demonstration of color and prisms to the first grades, and ran a contest on natural stains. We learned that there are many facets to color and that there are reasons behind seemingly simple things like rainbows. We also learned the importance of keeping data when doing a survey.

Student Evaluation:

Student initiative:

Independent and creative thinking:

Group effectiveness:

Other comments:

Joan proved to be one of the most capable members of our group. She works methodically and carefully with little fan fare. She did a fine mobile, made a delightful and sensitive presentation to the first grades, (she works well with young children; and with an audience) and she fully understood the survey work. She is somewhat shy and retiring and the group presented some difficulties for her but she handled it gracefully. Life may not always be easy for Joan, but she will survive.

Signed_____

Copies to:
Parents
School File
Maximize Talent File

For Maximize Talent Files

MAXIMIZE TALENT
SEMINAR SUMMARY

Topic:

Tutor's Name:

Summary:

Date:

Specific Suggestions and/or Recommendations:

List of Participating Students:

SAMPLE

MAXIMIZE TALENT

MAXIMIZE TALENT SEMINAR SUMMARY

Topic: Color

Tutor's Name: Ann Crow

Summary:

Date: Oct.-Dec. 1978

An initial exploration of the use of color in photography with Mrs. Bedford and in art with Mrs. Mayor, led to a discussion of the color wheel, spectrum, Sir Isaac Newton, and the prism. In a different vein we explored stains and natural dyes. Mrs. Marcelli of Enfield Center showed how wool, cotton and synthetic material, enamel, iron and stainless steel pots, and different mordants (vinegar and alum) can affect the color of dyes. We then used Move Kits from the Montshire Museum to look more closely at the physics of color, natural dyes, and color in art.

We ended the seminar with a survey to determine favorite colors and prejudice in colors, a presentation to the first grades about the prism, color wheel, and spectrum, and a contest to decide the sources of some stains.

We learned that there are many facets to color, that there are reasons behind seemingly simple things like rainbows, and the importance of keeping data when doing a survey and bar graph.

Specific Suggestions and/or Recommendations:

The Move Kits prove to have extensive material for any seminar; we did not do any of the Move Kits justice. Any one Move Kit could form the basis for an entire seminar in the future.

The presentation to the first grades was very successful; organizing material for an audience was a beneficial experience and although the students were nervous, they did it well.

The survey proved to be difficult and time consuming but again very useful; the students had to use math skills, and translate data to a graph. They enjoyed collecting the data.

Participating Students:

Jane
Bill
John
Mary
Peter

MAXIMIZE TALENT

WORKSHOPS

Workship I: Defining and Identifying Giftedness

Workshop II: The Needs of Gifted Students: Classroom Techniques

*Materials for Participants

Materials Needed for Workshops

*Can be reproduced

MAXIMIZE TALENT WORKSHOPS

Any school establishing a gifted child program will have to develop a basic definition of giftedness as well as an understanding of the unique aspects of how gifted children learn. Maximize Talent has designed two workshops for teachers. The first workshop focuses on defining and identifying gifted children; the second focuses on how gifted children learn. The workshops require two hours. A third workshop of one hour is recommended to discuss current literature and concrete application of the gifted child theory in the classroom. These workshops were designed by George Wilhelmi and were used in the Enfield, Plainfield, and Canaan Elementary Schools in New Hampshire. The workshop activities require creative thinking and problem solving--two of the techniques needed in teaching gifted children; to use a lecture format would contradict the approach that we are espousing.

WORKSHOP I

As people arrive they are given an apple--"a gift from the gifted workshop" --and welcomed to the workshop. Once people have arrived, the director should make introductions, explain the overall schedule and the goals for the first workshop. (Posters I & II page 83)

> Purpose: The point of the workshops is to develop some basic theories about gifted students from which teachers can develop their own programs in the classroom. It will not present a magical solution or approach, but will highlight some important concepts in approaching gifted and talented students.

The group is then asked to form small groups of not more than ten persons and given pencils.

Activity I

Ten cards listing some characteristics of gifted students as well as some blank cards are handed to each group. (Page 85)

> Task: Discuss and formulate five terms that best define gifted students. Do not feel limited by the characteristics on the cards; they are merely to help you get started.
>
> Purpose: A working definition of "Gifted" is the first step in working with gifted students.

Activity II

Ask each group to place their apples, eaten or not, in the center of the table. Mix up the apples.

Task: Ask each group to relocate their own apple. Hopefully, they will not be able to do this. Now ask each group to "get to know their apple". After a time repeat the mix procedure. Hopefully, everyone will be able to relocate their apple.

Purpose: You must look very carefully at the characteristics of your students in order to identify the gifted and talented.

Activity II (Alternative)

Task: In your small groups choose three apples that best represent your apple orchard. You will be asked to explain the basis for your selection to the group.

Purpose: The basis for selection varies depending on the group (or school). The selection process requires careful examination of the characteristics of each apple (or child).

Break and allow time for people to eat their apples.

Activity III

In the same small groups distribute six biography cards. (Pages 86 & 87)

Task: Based on your definition of gifted, which of the children in your group would be recruited into a gifted program.

After a time, interrupt and state that this district has defined gifted students as creative, task oriented, and high standardized test scores.

Now please enroll the children on your cards based on this information.

Post results and review.

Purpose: Student selection is difficult. Synthesizing the characteristics into three general categories can help.

Review Summary Poster III page 83.

Hand out small boxes containing an apple with the summary posted on the side.

Hanve copies of the Renzulli-Hartman form, page 37, available.

The Needs of Gifted Students: Classroom Techniques

WORKSHOP II

As people arrive they are given a pile of straws and some straight pins and told to do whatever they want with them.

Once people arrive, review Workshop I and the goals of Workshop II.--Posters I, III, and IV page 83.

Workshop I dealt with identifying a talent pool within the school and or a particular class.

The apple activity pointed out that you must llok carefully at your students if you are to identify gifted students.

The characteristic cards helped us locate key traits in gifted students which were then synthesized into three general categories--academic aptitude, creativity, and task orientation. The Renzulli/Hartman Scale is one tool for identifying students, but most schools develop their own tools based on the characteristics and/or Renzulli Scale.

The biography cards indicated how difficult it is to select gifted children for an enrichment program. All the children were gifted according to academic aptitude but many students had uneven performances. Many others were working at grade level which for their ability is underachieving. Very few students were strong in all subjects.

Activity I (Optional: If time is a factor Activity III can be substituted.)

Distribute pencils and blank cards with "What me Worry" on one side to groups of no more than ten persons.

Task: Write down any concerns you have about working with the gifted. Place these face down on the table. Collect the cards from each group and give them to another group. Have the new group read the cards and discuss them. After a reasonable time, discuss the results with the whole group.

Purpose: We all have concerns in working with the gifted. Do not hestitate to discuss your concerns with your staff.

Activity II

Ask the groups to dismantle anything they might have constructed with the pins and straws. Do not give any explanation.

Task: Either alone or as a group, create the tallest, free-standing structure possible. After ten minutes or so, just when excitement is building, but after some construction is underway, say "stop".

Purpose: Guidance--just because a child is gifted does not mean that he should work in a vacuum; he needs guidance.

Absorption--discuss the frustration that occurs when you are asked to stop working on a project. How did those who built a structure earlier feel when asked to dismantle it? Did the structure have meaning for those who worked on it?

Group interaction--how many people worked alone? How many worked in a group? Did the group give you confidence? How did you feel about competing with the other groups?

Brainstorm--what can be done with the structures? How would you feel if asked to take them apart again?

Purpose: Programs for the gifted, like Maximize Talent, stress problems solving, creativity, and ameaningful product. Having worked through these stages in a program, students should be better able to do the same kind of thing in the classroom.

Break

Activity III

Distribute incomplete cartoons. (Page 89)

Task: Ask people to complete one of the cartoons. The results will not be displayed. Collect the cartoons and point out the variety of results in the incomplete cartoon.

Purpose: Gifted children prefer incomplete and open assignments where they can be creative.

Activity IV

Distribute three situation cards to each small group. (Page 90 & 91)

Task: Ask each group to discuss the cards. After a reasonable amount of time discuss each group's reaction with the group as a whole.

Purpose:* Responsive environments, open to questions and ideas, are fundamental to working with gifted children. This environment can be destroyed by one word and/or action of the teacher. The adults' fears can affect the group environment.

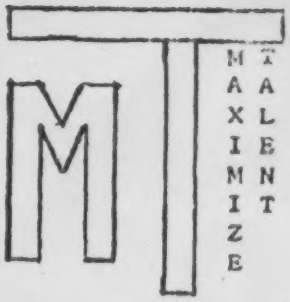
Summarize the workshops with Poster V page 84.

Handout folders and review contents. (Page 82)

Stress that this is only the beginning. There are books in the library that can be very helpful. There is an in-service program outlined in the folder.

A third workshop can be held to answer questions and/or brainstorm ways to incorporate gifted child programs in the classroom and school.

*Teachers must be prepared for reflective, intuitive, and value laden questions from gifted students. When confronted with this type of situation they must make a quick decision about the direction of the discussion, and that decision can either shut-off creative thinking or provide the opportunity to pursue a whole new level of thinking.



MATERIALS FOR WORKSHOP PARTICIPANTS

MAXIMIZE TALENT

SUMMARY: GIFTED WORKSHOP

Who are the gifted students?

Above average intelligence (top 5% of school population)
Task oriented
Creative

How are they identified?

Testing
Teacher/principal referrals
Renzulli; Hartman Scale
Special programs

What is being done in Maximize Talent?

Problem solving
Creative thinking
Meaningful product

What are the characteristics of creative problem solving activities?

Open-ended situations and/or questions
Adult responsiveness to pupil questions
Producing something and using it

What are the needs of these children?

Guidance
Time to become absorbed in a task
To be listened to
To be allowed to be different
To go beyond text book material

CHARACTERISTICS OF GIFTED CHILDREN

Who is the gifted/talented student? A student who is gifted and talented will exhibit the characteristics listed below; however, few students demonstrate all of these behaviors. Environmental, emotional, neurological and physical factors can influence their development. Test data and rating scales that measure educational functioning in a non-discriminatory way will be needed.

LEARNING CHARACTERISTICS

1. has advanced vocabulary
2. has ability in verbal expression
3. has quick mastery and recall of factual information
4. asks many provocative questions
5. is a keen and alert observer
6. does not avoid difficult material
7. is resourceful
8. moves from concrete to abstract
9. analyzes, synthesizes and evaluates
10. sees unusual relationships

MOTIVATIONAL CHARACTERISTICS

1. is involved and persistent
2. is easily bored with routine tasks
3. is interested in many "adult" problems
4. is often self-assertive
5. evaluates
6. has tendency to organize

CREATIVITY CHARACTERISTICS

1. displays a great deal of curiosity about many things
2. generates a large number of ideas or solutions to problems and questions
3. is a high risk taker; is adventurous and speculative
4. is often concerned with adapting, improving, and modifying institutions, objects, and systems
5. displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others
6. is individualistic and does not fear to be different

LEADERSHIP CHARACTERISTICS

1. carries responsibility well
2. is self-confident
3. expresses himself well and clearly
4. is flexible
5. is sociable
6. is able to plan and follow through
7. is persuasive

Based on Renzulli/Hartman Characteristic Scale page 37.

INDEPENDENT STUDY PROJECT ON GIFTED CHILDREN

To be Used as a Staff Development In-Service Project

The workshops that you have participated in have only scratched the surface of what is known about gifted children. We hope this basic information will make you curious to learn more about the gifted child. Below is a basic, intermediate and advanced study outline so you can participate in a self-teaching, but guided, learning project. Examine the books in your library, select your category of reading and submit a project application to Staff Development. After you have completed your reading, advise your principal, share your ideas and thoughts with him/her and receive your in-service credit.

Questions have been prepared relevant to each book list.

For advanced credit, read the books listed and be sure you can answer all of the questions.

For intermediate credit, read the books listed and be sure you can answer two sections of the listed questions.

For beginning credit, read the books listed and be sure you can answer one section of the questions...

Basic Plan:	**Read:**	1. Parnes 2. Lawless 3. Labuda 4. Torrance	and	two books from classroom ideas	15 hours
Intermediate Plan:		1. Renzulli 2. Torrance 3. Sanders 4. Gallagher	and	three books from classroom ideas	30 hours
Advanced Plan:	or (	1. Renzulli 2. Torrance 3. Gallagher 4. Sanders 5. Rice	and	four books from classroom ideas	45 hours

BASIC IN-SERVICE QUESTIONS

1. What are some of the characteristics of gifted students?
   You should be able to identify at least ten. If you can think of 20, you are super. If you can think of 30, you are super-terrific!

2. Describe five teaching techniques that meet the needs of gifted students which can be incorporated into your classroom curricula.

3. Can you think of at least five classroom situations that might work against gifted students' needs?

4. Gifted children will learn and succeed in any school environment.
   How would you refute this statement?

Continue for Intermediate In-Service Credit...

1. What is meant by affective and cognitive learning and how does it apply to your classroom teaching?

2. Can you think of four examples of convergent and divergent thinking?
   In your next Language Arts or any other class, design several convergent or divergent questions.

3. Explain Renzulli's theory concerning task committed students.

4. How can the Enrichment Triad be used in your teaching?
   Design one activity to explain the triad.

5. What is meant by meaningful product?
   List four products that would not be meaningful.
   List four products that would be meaningful.

Continue for Advanced In-Service Credit...

1. How can problem solving be incorporated into your classroom?
   What are the components and/or steps in problem solving?

2. Explain the philosophies of the following leading educators in regard to gifted children: Terman, Bloom, Guilford, Gallagher, Torrance and Renzulli.

3. If money were no object, what would you do and/or purchase to meet the needs of gifted students in your school?

4. Even if money is a problem, how can the needs of the gifted students be met in your school?

5. What would you do as an administrator and as a teacher to maximize the talents of the gifted students in your school?

APPENDIX VII: EVALUATION

THE GIFTED CHILD

In-Service Workshop

What was good?

What was not so good?

Other comments

MATERIALS NEEDED FOR WORKSHOPS

APPENDIX I

MATERIALS NEEDED FOR MAXIMIZE TALENT WORKSHOPS

Workshop I

Posters (See poster page.)

I Workshop schedule
II Workshop goals
III Summary of Workshop I

Apples

Term or characteristic cards and blank cards

Pencils

Biography cards (one card per person)

Boxes to hold apple with summary pasted on them

Magic marker for each group

Workshop II

Posters (See poster page.)

Straws and straight pins

"What Me Worry" cards

Pencils

Incomplete cartoons

Situation cards

Folders

Summary: Gifted Workshop	76
List of Gifted Characteristics	77
Independent Study Project	78-79
Evaluation	80

Also

Maximize Talent Brochure	28
Resource and Book List	6-11
Creative Thinking Skills	54-57
Renzull-Hartman Scale	37-41

APPENDIX II

POSTERS

I. Workshop Schedule

The Gifted Child

Workshop I
defining
identifying

Workshop II
classroom techniques

Workshop III
resource
materials

II. Workshop I: Goals

The Gifted Child

Defining

Identifying

III. Workshop I: Summary

Summary

The Gifted Child

Defining

Academic Ability
Creative
Task Oriented

Identification

Testing
Academic Aptitude
Achievement
Referrals
Principal
Teacher
Renzulli Hartman Evaluation Scale

Special Program

IV. Workshop II: Goals

Classroom Techniques
"What Me Worry"
Gifted Needs
Enrichment Programs
Technique Awareness

The Gifted Child

83.

V. Workshop II: Summary

Classroom Techniques — The Gifted Child

Guidance
Absorption
Responsive Environment
(open to questions and ideas)

problem solving
creative thinking
meaningful product

Incompleteness
openness
Produce something and use it
Brainstorm
Go beyond the classroom and its materials

APPENDIX III

FOR CHARACTERISTIC CARDS

Academic Ability

Task Oriented

Creative

Moody
Artistic
Academic Ability
Creative
Acute reading ability
Acute memory
Extended ideas
Special talents
Articulate
Ability to focus
Industrious Productive
Clever
Dreamy
Aggressive
Witty
Aloof
Sensitive
Passive
Independent
Adaptable
Ambitious
Mature
Task oriented
Curious
Alert

APPENDIX IV

FOR BIOGRAPHY CARDS

David

Age 12 Grade 5 150 CTBS

Teacher Remarks: David is not interested in anything! He frequently plays alone and shows strange behavior...like eating pencils and other objects. He is moody if you try to pressure him to complete routine assignments. He frequently loses his dittoed papers..

Burt

Age 12 Grade 6 145 CTBS

Teacher Remarks: Burt does best in Math and Science. His reading ability is only fair. When he learns to spell correctly this should improve. What is unique about Burt is that he can most often be found day dreaming! What I'd like Burt to do is come down from the clouds and clean his desk.

Anne

Age 11 Grade 5 130 CTBS

Teacher Remarks: Anne excels in art projects of her own design though she often will not finish those assigned to her. She is either on grade level or slightly above in most subjects.

Pixy

Age 10 Grade 4 140+ CTBS

Teacher Remarks: Pixy since 1st grade has been recognized as a gifted child because when she came to school she could read like a second grader. She is quiet, cooperative and speaks when spoken to. She likes to work with boys and girls of lesser ability. She goes into a 6th grade to do individualized math.

Mike

Age 12 Grade 6 140-150 CTBS

Teacher Remarks: Mike is a very poor boy who comes to school in torn clothes and without having taken a bath for days. His IQ amazes me because his two best friends in the class are the two slowest students who he always likes to do group work with. His math and reading is on par with the class. He has a younger sister who smells worse but is even brighter.

Harry

Age 12 Grade 6 150 CTBS

Teacher Remarks: A good student. Harry usually has his work completed on time. However, this was not the case for the first six weeks of school. Since then, I think because of peer pressure, Harry has been fine. During those beginning weeks, I could never get him to leave one assignment to go on to the next.

Pat

Age 11 Grade 5 120 CTBS

Teacher Remarks: Pat can do it all! She is extremely conscientious and well orgainized. She is in the band, chorus, and works as a library aide. She is at or ahead of all but two students in Reading and Science. Her writing ability is also high. Her mother came into the office, however, and says she (Pat) hates school and has been having severe headaches daily after school. She seldom goes out to recess.

Sam

Age 11 Grade 5 120 CTBS

Teacher Remarks: Sam gets along fine in the classroom. He always has work done on time. His reading ability is above the norm, Math and Science are on grade level. Sam likes to write plays but is shy about sharing his work with others. Once he even designed a miniature set for one of his plays. He has many friends in class but only one plays with him very much.

Mary

Age 10 Grade 4 145 CTBS

Teacher Remarks: Mary reads slightly above grade level but does only fair work in Math. She applies herself to her personal contract which is presently focused on Italian Master Painters.

Monty

Age 10 Grade 4 140 CTBS

Teacher Remarks: Monty works hard on any project assigned to him. Often it is clear he has taken his work home in order to better complete it. He becomes frustrated when something he is working on fails to come out perfect. He reads on grade level but will stumble on "easy" words when asked to read before the class.

APPENDIX IV: FOR BIOGRAPHY CARDS - Continued

John

Age 11 Grade 5 IQ 140 CTBS

Teacher Remarks: John reads on grade level and excels beyond this in Math...when he does it, that is, which isn't often! He exhibits capabilities in Art and Science projects. His desk and clothing show a decided lack of organization.

Sarah

Age 10 Grade 4 IQ 125 CTBS

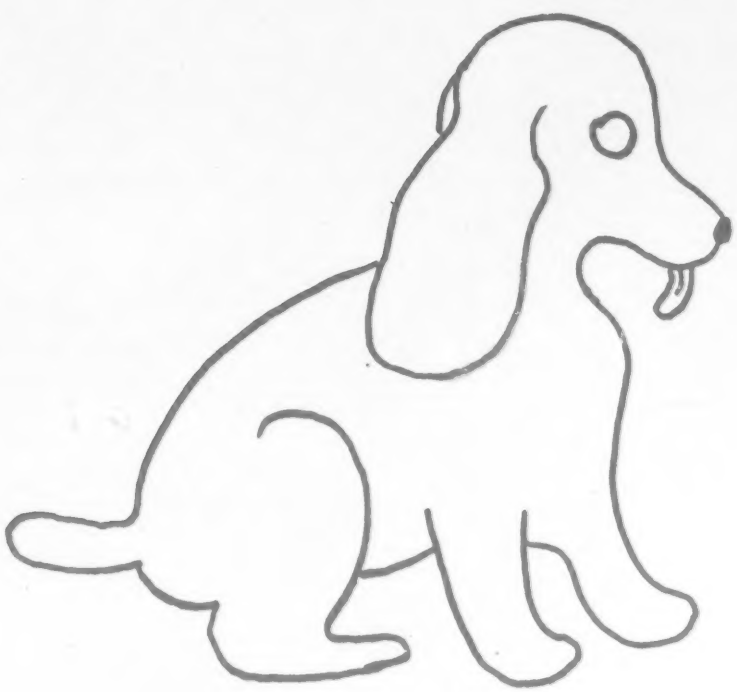
Teacher Remarks: Sarah is disorganized. She is often sarcastic to me and the children in her room. But her academic abilities are on par with the class. She has a certain obvious artistic flair as well. In the school yard she can usually be found telling jokes to older students...these are often about teachers.

APPENDIX V

CHOOSE ONE OF THESE TASKS

1. Complete this figure in such a way as to make an interesting picture. Add details to make it tell an interesting story.

2. Add to this sketch of a stuffed toy dog some improvement that you think will make it more interesting to play with.



APPENDIX VI

GRADE I

Incident:

As we were discussing rules and manners for first graders, one six year old boy said he was going to pretend he was a policeman and would enforce the rules.

Immediate teacher response:

Do we need a policeman to enforce the rules?

Immediate class response:

Yes, otherwise the rules will be broken.

Teacher response:

You can be the policeman for today.

How would you evaluate the teacher's handling of this situation? Consider both positive and negative effects upon the students.

GRADE 4

Incident:

In connection with their study of the human body, the 4th grade class kept animals in their room. The students were very much interested in a discussion about rabbits. A boy asked why you need two rabbits to have little rabbits. Everyone joined in and wanted to know.

Immediate teacher response:

The teacher laughed and casually changed the subject.

Immediate class response:

A keen interest contimued in the boy's question. A few children blushed and appeared uneasy.

Teacher response:

The class was told that there are many questions that are good but hard to answer without going into research.

How would you evaluate the teacher's handling of this situation? Consider both positive and negative effects upon the students.

GRADE 6

Incident:

During social studies period, and while discussing living conditions of the Russian people, one boy asked the teacher why communism isn't good for America.

Immediate teacher response:

In communist countries people do not have our freedoms; everything is jointly owned

Immediate and general class response:

If everything were jointly owned we wouldn't have any poor people.

Teacher Response:

Would you be happy under communism?

How would you evaluate the teacher's handling of this situation? Consider both positive and negative effects upon the students.